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OFFICE OF PUBLIC INSTRUCTION

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PO BOX 202501  
HELENA MT 59620-2501  
www.opi.state.mt.us  
(406) 444-3680  
888-231-9393  
(406) 444-0169 (TTY)

Linda McCulloch  
Superintendent

March 2005

TO: Authorized Representatives

FROM: Nancy Coopersmith, Assistant Superintendent  
Spencer Sartorius, Assistant Superintendent  
Education Services Department

RE: 2005-06 Nonpublic School Participation in Federal Programs

Each public school district that plans to participate in federal programs for the 2005-06 school year, and has nonpublic schools within its boundaries, **must complete and return** a copy of the enclosed to the Office of Public Instruction (OPI):

- **Nonpublic School Participation in Federally Funded Programs- Public Districts Summary** form; and
- **Opportunity to Participate in Federally Funded Programs by Nonpublic Schools** form, from **only the nonpublic schools WISHING TO PARTICIPATE**.

Return the completed forms by **Wednesday, April 27, 2005**, Attn: Andy Boehm, Nonpublic School Data Specialist, Office of Public Instruction, Box 202501, Helena, MT 59620-2501.

The Individuals with Disabilities Education Act (IDEA) as reauthorized in 2004 and the Elementary and Secondary Education Act as reauthorized by the No Child Left Behind Act (NCLB) of 2001, contain strengthened and expanded requirements for consultations with nonpublic schools. Enclosed are checklists of the items that must be covered in your consultations. The Office of Public Instruction recommends that you review the checklists and become familiar with the areas that must be covered prior to your consultations. The IDEA and NCLB laws also contain provisions for complaints that nonpublic school officials may file if they are not satisfied that meaningful and timely consultations did take place. The consultations must take place before the nonpublic schools decide whether to participate or not and must be ongoing if they do participate. Districts must also consult with nonpublic schools if the district federal program participation is through a consortium or cooperative.

The roles of the district and county superintendents in the notification process for home schools are outlined in the **Process for Home School Notification of Opportunity to Participate in**

**Federally Funded Programs** enclosure. To assist districts in contacting all nonpublic schools, enclosed is a list of nonpublic schools within the district boundaries reported as of October 4, 2004, to the county superintendent.

Districts may inform the nonpublic schools of their rights to participate in federal programs and consult with them in a variety of ways, such as individual meetings, small or large group meetings, discussion by telephone, and mailings with follow up (registered mail provides documentation that the nonpublic school(s) was contacted and did not respond). Whatever the method, the district must consult with each nonpublic school and provide them with the enclosed:

- **Nonpublic Schools Federal Program Descriptions**, which include program contacts at OPI; and
- **Opportunity to Participate in Federally Funded Programs by Nonpublic Schools**, the required nonpublic school form, which indicates whether the nonpublic schools wishes to participate or not participate in each program.

The district must ensure that nonpublic schools are aware that the form must be returned to the district office even if a nonpublic school does not wish to participate. If the forms are not returned to the district by the date set by the district, the district may assume the nonpublic school is not interested in participation and indicate “No Response” on the public district summary form.

If you have questions about completing these forms, contact Andy Boehm by telephone, (406) 444-0375 or e-mail, [aboehm@mt.gov](mailto:aboehm@mt.gov). For questions on a particular program, please contact the specialist or director listed on the bottom of the Federal Program Descriptions form. Thank you for your work to meet the requirements for serving the nonpublic students in Montana.

Enclosures

## Checklist for Consultations of Non-Special Education Programs

**General Items**—To ensure timely and meaningful consultation, a local educational agency shall consult with appropriate nonpublic school officials during the design and development of the district's programs under this part, on issues such as:

- \_\_\_\_\_ How the children's needs will be identified;
- \_\_\_\_\_ What services will be offered;
- \_\_\_\_\_ How, where, and by whom the services will be provided;
- \_\_\_\_\_ How the services will be assessed (academically assessed in Title I, Part A) and how the results of that assessment will be used to improve those services;
- \_\_\_\_\_ The size and scope of the equitable services to be provided to the eligible nonpublic school children, and the amount of funds available for those services;
- \_\_\_\_\_ How and when the district will make decisions about the delivery of services to such children including a thorough consideration and analysis of the views of the nonpublic school officials on the provision of services through a contract with potential third-party providers; and
- \_\_\_\_\_ How, if the district disagrees with the views of the nonpublic school officials on the provision of services through a contract, the local educational agency will provide in writing to such nonpublic school officials an analysis of the reasons why the local educational agency has chosen not to use a contractor.
- \_\_\_\_\_ **TIMING**—Such consultation shall include meetings of district and nonpublic school officials and shall occur before the local educational agency makes any decision that affects the opportunities of eligible nonpublic school children to participate in programs under this part. Such meetings shall continue throughout implementation and assessment of services provided under this section.
- \_\_\_\_\_ **DISCUSSION**—Such consultation shall include a discussion of service delivery mechanisms a local educational agency can use to provide equitable services to eligible nonpublic school children.

### **Additional requirements for those districts receiving Title I, Part A funding.**

- \_\_\_\_\_ For Title I, Part A only, the method or sources of data that are used to determine the number of children from low-income families in participating school attendance areas who attend nonpublic schools;
- \_\_\_\_\_ **DOCUMENTATION**—Each local educational agency shall maintain in the district's records and provide to the State educational agency involved a written affirmation signed by officials of each participating nonpublic school that the consultation required by this section has occurred. **The required form for the nonpublic school signature will meet this requirement when the district submits the signed forms of the participating nonpublic schools attached to the public district summary form.** If nonpublic school officials do not provide such affirmation within a reasonable period of time, the local educational agency shall forward the documentation that such consultation has taken place to the state educational agency. The indication of “NR” for “No Response” will document this on the public district summary form (forms enclosed).

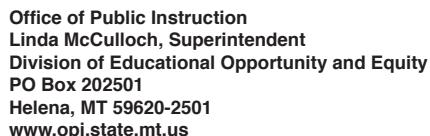
## Checklist for Consultations Regarding Special Education and Related Services

**Requirements for Consultation under the Individuals with Disabilities Education Act as reauthorized in 2004.** The local educational agency (LEA), shall consult with private school representatives and representatives of parents of parentally placed private school children with disabilities during the design and development of special education and related services for the children, regarding:

- \_\_\_\_\_ **Child Find:** How parentally placed private school children suspected of having a disability can participate equitably, including how parents, teachers, and private school officials will be informed of the process;
- \_\_\_\_\_ **Proportionate Share Calculation:** How the proportionate share of IDEA Part B and IDEA Preschool federal funds is calculated including the amount of the proportionate share funds available for the ensuing school year;
- \_\_\_\_\_ **Consultation Process:** How the consultation process will operate throughout the school year to ensure that parentally placed private school children with disabilities identified through the child find process can meaningfully participate in special education and related services;
- \_\_\_\_\_ **Special Education and Related Services:** How, where, and by whom special education and related services will be provided for parentally placed private school children with disabilities, including a discussion of types of services, including direct services and alternate service delivery mechanisms, how such services will be apportioned if funds are insufficient to serve all children, and how and when these decisions will be made; and
- \_\_\_\_\_ **Disagreement:** How, if the LEA disagrees with the views of the private school officials on the provision of services or the types of services, whether provided directly or through a contract, the local educational agency shall provide to the private school officials a written explanation of the reasons why the local educational agency chose not to provide services directly or through a contract.

**Documentation Required:** Each LEA shall maintain in the district's records and provide to the Office of Public Instruction (OPI) a written affirmation signed by officials of each participating nonpublic school that the consultation regarding special education and related services has occurred. **The required form for the nonpublic school signature will meet this requirement when the district submits the signed forms of the participating nonpublic schools attached to the public district summary form.** If nonpublic school officials do not provide such affirmation within a reasonable time, the LEA shall forward the documentation that such consultation has taken place to the OPI. The indication of "NR" for "No Response" will document this on the district summary form (forms enclosed).

Information on how to calculate the proportionate share is available on the OPI Web site at: [www.opi.mt.gov/speced](http://www.opi.mt.gov/speced) under the heading "Fiscal."



## 2005-2006 Nonpublic School Participation in Federally Funded Programs Public Districts

**Due Date to OPI:** Wednesday, April 27, 2005

**Return to:** Andy Boehm, Nonpublic School Data Specialist, OPI, PO Box 202501, Helena, MT 59620-2501

**Project Year:** July 1, 2005—June 30, 2006

Federal regulations (EDGAR, 34 CFR Subtitle A, 76.650-76.662) governing nonpublic school participation and specific federal statutes governing the programs listed below require public school districts to inform nonpublic schools within the district boundaries of their students' rights to participate in a variety of federally funded education programs.

CO	County Name	LE	LE Name
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The nonpublic schools listed below are located within this public district's boundaries.

**Attach the signed nonpublic participation forms for each nonpublic school wishing to participate.  
(A required form is enclosed for district use.)**

**Retain a copy of this official list of nonpublic schools and outcome of consultations for participation.**

[illegible]

## List of Federal Programs

T I A	ESEA Title I, Part A—Improving the Academic Achievement of the Disadvantaged
T I B 1	ESEA Title I, Part B, Subpart 1—Reading First or Reading Excellence
T I B 3	ESEA Title I, Part B, Subpart 3—Even Start Family Literacy
T I C	ESEA Title I, Part C—Migrant Education
T I F	ESEA Title I, Part F—Comprehensive School Reform
T I G	ESEA Title I, Part G—Advanced Placement Programs
T II A	ESEA Title II, Part A—Teacher and Principal Training and Recruitment Fund
T II D	ESEA Title II, Part D—Enhancing Education Through Technology
T III A	ESEA Title III, Part A—Language Instruction for Limited English Proficient and Immigrant Students
T IV A	ESEA Title IV, Part A—Safe and Drug-Free Schools and Communities
T IV B	ESEA Title IV, Part B—21st Century Community Learning Centers
T V A	ESEA Title V, Part A—Innovative Programs
LS	Learn & Serve America
SF	School Nutrition Programs
SE B	Special Education (IDEA) Part B
SE P	Special Education (IDEA) Preschool
VoEd	Carl Perkins/Vocational Education

### Other Abbreviations

NP	Not Participating
NR	No Response

**Please see reverse side for signature.**

All nonpublic schools located within the district boundaries were notified and consulted on participation in the federal programs identified in the information provided. **Documentation of notification will be retained in the district office for review if requested by a program specialist or an auditor.**

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

(Check appropriate box)

- ☐ District Superintendent
- ☐ Principal (if no District Superintendent)
- ☐ County Superintendent (if no District Superintendent or Principal)

**This form must be used by the district to obtain information from nonpublic schools. Nonpublic schools must return these forms to the local district.**

## 2005-2006 Opportunity to Participate in Federally Funded Programs by Nonpublic Schools

### Return form to Local School District

**This section to be completed by LOCAL district:**

Due date for return to public school district: \_\_\_\_\_

Name of PUBLIC SCHOOL DISTRICT within which  
the nonpublic school is located.

County \_\_\_\_\_

#### OPI USE

LE: \_\_\_\_\_

CO: \_\_\_\_\_

Check one:

- ☐ Elem  
☐ HS  
☐ K-12

### This section to be completed by official representing the NONPUBLIC school:

Name of NONPUBLIC SCHOOL \_\_\_\_\_

- ☐ Private School  
☐ Home School

#### OPI USE

LE: \_\_\_\_\_

CO: \_\_\_\_\_

Address \_\_\_\_\_

City/State/ZIP \_\_\_\_\_

Telephone No. \_\_\_\_\_

For the federal programs for which this district receives funding, or may receive funding, please check each federal program in which this nonpublic school wishes to participate in school year 2004-2005. Some of the listed programs are competitive or may have limits on eligible districts.

	Yes	No		Yes	No
ESEA Title I, Part A—Improving the Academic Achievement of the Disadvantaged (T I A)	_____	_____	ESEA Title III, Part A—Language Instruction for Limited English Proficient and Immigrant Students (T III A)	_____	_____
ESEA Title I, Part B, Subpart 1—Reading First or the Predecessor Program, Reading Excellence (T I B 1)	_____	_____	ESEA Title IV, Part A—Safe & Drug-Free Schools and Communities (T IV A)	_____	_____
ESEA Title I, Part B, Subpart 3—Even Start Family Literacy (T I B 3)	_____	_____	ESEA Title IV, Part B—21st Century Community Learning Centers (T IV B)	_____	_____
ESEA Title I, Part C—Migrant Education Program (T I C)	_____	_____	ESEA Title V, Part A—Innovative Programs (T V A)	_____	_____
ESEA Title I, Part F—Comprehensive School Reform (T I F)	_____	_____	Learn & Serve (LS)	_____	_____
ESEA Title I, Part G—Advanced Placement Programs (T I G)	_____	_____	School Nutrition Programs (SF)	_____	_____
ESEA Title II, Part A—Teacher and Principal Training and Recruitment Fund (T II A)	_____	_____	Special Education IDEA, Part B (SE B)	_____	_____
ESEA Title II, Part D—Enhancing Education Through Technology (T II D)	_____	_____	Special Education (IDEA) Preschool (Ages 3-5) (SE P)	_____	_____
			Carl Perkins Vocational Education (Vo Ed)	_____	_____

All Nonpublic School Officials, please check the appropriate boxes below:

- ☐ 1. This nonpublic school does not wish to participate in any of the above listed programs.
- ☐ 2. This nonpublic school wishes to participate in the programs checked above. I assure the above public school district that this school will comply with provisions of each federal program in which it participates.
3. This nonpublic school has a student(s) who has been identified by the public school as a student with disabilities under the Individuals with Disabilities Education Act (IDEA). ☐ Yes ☐ No
- If the district receives Title I, Part A funds, please check "Yes" or "No" for consultation received.
4. This nonpublic school received the required consultation in a meaningful and timely manner with regard to services from Title I, Part A, if the district receives those funds. ☐ Yes ☐ No

**Responsible Nonpublic School Official (Must be signed by Nonpublic School Official.)**

Printed or Typed Name

Signature

Title

Date

# PROCESS FOR Home School Notification of Opportunity to Participate in Federally Funded Programs

## OVERALL ROLE

### District

- has responsibility to consult with nonpublic schools concerning participation in federally funded programs offered by the local school district (initial and ongoing)

### County Superintendent

- may choose to assist districts by consulting with home schools concerning the opportunity to participate

## THROUGHOUT YEAR

### District

- may give authority to county superintendents who choose to assist with home school consultation concerning federal program participation

### County Superintendent

- at time of home school registration, provides federal program descriptions, notification of opportunity to participate, and meaningful consultation about the programs
- forwards signed notification forms to districts—form indicates whether or not home school desires further contact

## SPRING

### District

- consults with nonpublic schools within their boundaries concerning opportunity to participate in federally funded programs
  - district does not need to consult with a home school parent if a “Notice of Opportunity to Participate” form is on file indicating the parent does not wish to receive a participation form
  - if county superintendent does not consult with home schools about federal programs, the district may choose to use the notification form with home school parents during consultation process

### County Superintendent



## Nonpublic School Federal Program Descriptions

### **ESEA Title I—Improving the Academic Achievement of the Disadvantaged Part A—Improving Basic Programs Operated by Local Educational Agencies**

Title I, Part A of Public Law 107-110, was enacted to provide financial assistance to districts to expand and improve their educational programs to meet the needs of students who are at risk of failing to meet the state's challenging academic standards.

- Title I projects must be designed to provide supplemental services to assist children at the elementary and secondary school levels to achieve the state's challenging academic content standards and challenging student academic achievement standards in reading and math.
- The development of programs, activities and procedures for the involvement of parents of participating public and nonpublic school children, including parent input into the planning, design and implementation of the district's Title I project, is required.
- A district is eligible to receive funds based on criteria established in Public Law 107-110. Grants are awarded to eligible districts as a result of the review and approval of the local application by the Office of Public Instruction.
- Nonpublic school students with academic needs who reside in Title I attendance areas may receive equitable services to the extent possible with funds generated by low-income nonpublic school students.
- Districts should receive notification from the Office of Public Instruction of their Title I allocation during the month of May, if Congress has appropriated funds for the program on schedule.
- Funds may be used to provide supplementary services to increase the learning levels of low-achieving students in Title I eligible schools.

If you have questions regarding ESEA Title I, Part A programs, please contact Gwen Smith, administrative assistant by telephone, (406) 444-5660 or by e-mail, [gsmith@mt.gov](mailto:gsmith@mt.gov).

## Nonpublic School Federal Program Descriptions

### ESEA Title I, Part B, Subpart 1—Reading First

The Reading First Program provides a grant to each state to improve early reading instruction for grades K-3 in eligible schools and districts. Programs must be based on scientifically based reading research. Priorities for competitive grants are for low-income schools and those with the highest numbers or percentages of students in kindergarten through grade 3 reading below grade level, based on the most currently available data. Eleven districts were funded in December of 2003. The next round of eligible districts will be posed on the OPI Web site and availability of funds will be announced April 2005.

If you have questions regarding ESEA Title I, Part B, Subpart 1 programs, please contact Debbie Hunsaker, program director by telephone, (406) 444-0733 or by e-mail, [dhunsaker@mt.gov](mailto:dhunsaker@mt.gov).

## Nonpublic School Federal Program Descriptions

### ESEA Title I, Part B, Subpart 3—Even Start Family Literacy Program

- To help break the cycle of poverty and illiteracy by improving educational opportunities of the nation's low income families by integrating early childhood education, adult basic literacy or adult basic education and parenting education into a unified family program.
- To be an eligible entity for an Even Start subgrant an applicant must have representative(s) from a local school district, and one or more of the following: a nonprofit community-based organization, a public agency other than a school district, an institution of higher education, public and/or a private institution.

If you have questions regarding ESEA Title I, Part B, Subpart 3 programs, please contact Joan Morris, Even Start specialist by telephone, (406) 444-3083 or by e-mail, [jmorris@mt.gov](mailto:jmorris@mt.gov).

# Nonpublic School Federal Program Descriptions

## ESEA Title I, Part C—Migrant Education Program

The Migrant Education Program is federally funded. State education agency-operated program that provides supplemental education and supportive services to eligible migrant children to help them overcome educational disruptions and disadvantages. A child is eligible for services who is: younger than 22 and has not graduated from high school or does not hold a GED and has moved with her/his parent or guardian (or by herself/himself in the case of emancipated youth) across international (in the case of Mexico and Canada), state, county or school district boundaries within the preceding 36 months to seek or obtain temporary or seasonal employment in agriculture or fishing work.

Subgrants for the Migrant Education Program are based on the number and needs of eligible children located throughout the state. By statute, priority is given to migrant children whose education has been disrupted and/or who are at risk of failure to meet challenging state standards. Districts with eligible migrant children are invited to complete an application, which describes the scope of services to be delivered. Besides supplementary educational services in reading, math, writing and other content areas, migrant funds can be spent on transportation, preschool services, drop-out retrieval, technology instruction and acquisition, English as a Second Language, and other supportive services such as outreach and advocacy.

If you have questions regarding ESEA Title I, Part C programs, please contact Angela Branz-Spall, state director by telephone, (406) 444-2423 or by e-mail, [angelab@mt.gov](mailto:angelab@mt.gov); Pat Wade, program assistant by telephone, (406) 444-2509 or by e-mail, [pwade@mt.gov](mailto:pwade@mt.gov).

# Nonpublic School Federal Program Descriptions

## ESEA Title I, Part F—Comprehensive School Reform

The purpose of the Comprehensive School Reform (CSR) program is to provide financial incentives for schools to develop comprehensive school reforms, based upon scientifically based research and effective practices that include an emphasis on basic academics and parental involvement so that all children can meet challenging State academic content and academic achievement standards.

Only those schools that have been identified for school improvement or corrective action are eligible to submit a competitive application for CSR funds. A minimum of \$50,000 per school is awarded and may be renewed for two additional years based on satisfactory progress in meeting local program goals.

If you have questions regarding ESEA Title I, Part F programs, please contact Ron Lukenbill, Director, Student Achievement and School Reform Programs by telephone, (406) 444-2080 or by e-mail, [rlukenbill@mt.gov](mailto:rlukenbill@mt.gov) or Joan Franke, administrative assistant by telephone, (406) 444-3694 or by e-mail, [jfranke@mt.gov](mailto:jfranke@mt.gov).

# Nonpublic School Federal Program Descriptions

## ESEA Title I, Part G—Advanced Placement Programs

The Advanced Placement Incentive Program Section 1705 supports state and local efforts to raise academic standards through advanced placement courses and highly trained teachers. Subgrants are available to eligible school districts for two broad purposes: 1) to expand access for low-income students to online advanced placement courses and pre-advanced placement courses, and 2) to provide AP and Pre-AP in-service training and online resources to teachers.

If you have questions about the Title I, Part G program, please contact Kathy Mollohan, program administrator by telephone, (406) 444-4317 or by e-mail, [kathym@mt.gov](mailto:kathym@mt.gov).

## Nonpublic School Federal Program Descriptions

### ESEA Title II, Part A—Teacher and Principal Training and Recruitment Fund (Improving Teacher Quality)

The purpose of this program is to (1) increase student achievement by improving teacher and principal quality and increasing the number of highly qualified teachers in the classroom and highly qualified principals and assistant principals in schools; and, (2) hold local educational agencies and schools accountable for improvements in student achievement.

- All public local education agencies are eligible to apply. If there are nonpublic schools within a district boundary, the local district must include the private school staff in its Title II, Part A program if the private school staff wishes to participate. Local education agencies shall consult with appropriate private school officials during the design and development of the district Title II, Part A program. Nonpublic schools may only receive professional development services under Title II, Part A.
- Program plans must be based upon scientifically based research. Such plans shall be developed to address the greatest needs of students and staff, with a priority to raise student achievement, particularly of low-performing students. These needs are identified through an assessment of local needs, which include the needs of nonpublic school students and staff. Services for nonpublic staff must be equitable in comparison to services for district public school teachers and principals.

If you have questions about the Title II, Part A program, please contact Patricia Johnson by telephone, (406) 444-2736 or by e-mail, [patjohnson@mt.gov](mailto:patjohnson@mt.gov).

## Nonpublic School Federal Program Descriptions

### ESEA Title II, Part D—Enhancing Education Through Technology (Ed Tech) Program

The primary goal of the Ed Tech program is to improve student academic achievement through the use of technology in elementary and secondary schools. It is also designed to assist every student regardless of race, ethnicity, income, geographical location, or disability in becoming technologically literate by the end of eighth grade, and to encourage the effective integration of technology resources and systems with professional development and curriculum development to promote research-based instructional methods that can be widely replicated.

Equitable participation of nonpublic school students and personnel applies to this program. (See ESEA, Subpart 1 of Part E of Title IX.)

LEAs and eligible local entities must engage in timely and meaningful consultation with appropriate nonpublic school officials during the design and development of programs and continue the consultation throughout the implementation of these programs. Therefore, for both Ed Tech formula and competitive awards, the consultation should begin during the development of the local grant proposals.

For more information regarding Enhancing Education Through Technology (Ed Tech) Program, contact Michael Hall by telephone, (406) 444-4422 or by e-mail, [mhall@mt.gov](mailto:mhall@mt.gov).



## Nonpublic School Federal Program Descriptions

### ESEA Title III—Language Instruction for Limited English Proficient and Immigrant Students

The purpose of the program is to help ensure that LEP students become proficient in English and attain state standards.

- Funding for school districts will be allotted on a formula basis according to the number of LEP and immigrant students in the district, not less than \$10,000 per LEA.
- Provides language instruction programs and professional development.
- Administration costs are limited to 2 percent at the LEA level.
- Accountability:
  - 1) Demonstrated improvements in English proficiency.
  - 2) Annual assessments for LEP students.
  - 3) LEAs and SEA submit written evaluation to the U.S. Department of Education.
  - 4) LEAs assure consultation and parental notification.

If you have questions, contact Lynn Hinch by telephone, (406) 444-3482 or by e-mail, [lhinch@mt.gov](mailto:lhinch@mt.gov).

## Nonpublic School Federal Program Descriptions

### ESEA Title IV, Part A—Safe and Drug-Free Schools and Communities

- The SDFSC program (Title IV, Part A of ESEA), is designed to support programs that prevent violence in and around schools; that prevent the illegal use of alcohol, tobacco, and drugs; that involve parents and communities; and that are coordinated with federal, state, school and community efforts to foster a safe and drug-free learning environment that supports student academic achievement.
- The SDFSC program authorizes drug and alcohol prevention education, violence prevention education, professional development for school staff, parents and community members, activities that serve to improve or enhance the comprehensive safety of the school environment, limited expenses for security measures, and identification and intervention services for certain at-risk populations or situations.
- Nonpublic schools may participate through the public school; nonpublic schools cannot apply for funds directly.

If you have questions regarding the Safe and Drug-Free Schools and Communities Program, contact Cathy Kendall by telephone, (406) 444-0829 or by e-mail, [cakendall@mt.gov](mailto:cakendall@mt.gov).

## Nonpublic School Federal Program Descriptions

### ESEA Title IV, Part B—21st Century Community Learning Centers

- 21st Century Community Learning Center funds provide opportunities for academic enrichment during before-school, after-school and summer hours in a community learning center environment. Services must reinforce and complement regular academic programs, and offer literacy and educational development to families.
- Projects must offer students a broad array of additional services and activities such as youth development, drug and violence prevention, counseling, art, music and recreation, technology education and character education. Families must be offered opportunities for literacy and related educational development. Programs must conform to the principles of effectiveness.
- Funds are accessed through a competitive grant program administered through the Office of Public Instruction. Grants are awarded for no less than five years, with annual reapplication required.
- Eligible applicants for the 21st Century Community Learning Centers grant program include public schools, community-based organizations, other public or private entities, or a consortium of two or more of such agencies or entities. Award priority is given to eligible entities that serve a high percentage of students from low-income families.

If you have questions regarding the 21st Century Learning Centers Program, contact Gary Pfister by telephone, (406) 444-3000 or by e-mail, [gpfister@mt.gov](mailto:gpfister@mt.gov) or Cathy Kendall by telephone, (406) 444-0829 or by e-mail, [cakendall@mt.gov](mailto:cakendall@mt.gov).

# Nonpublic School Federal Program Descriptions

## ESEA Title V, Part A—Innovative Programs

The purpose of Title V, Part A is to provide supplemental funds for innovative education programs leading to educational improvement, based on locally identified needs and an approved plan. Therefore, many uses of these funds are allowable, ranging from the purchase of supplementary instructional material, to professional development, to implementing school reform based upon scientifically based research.

- Nonpublic schools may participate in Title V, Part A programs in one of two ways. They may ask to be included in the school district's Title V, Part A program, or if their needs are different, they may request the district to provide allowable Title V, Part A services to meet their needs. Nonpublic schools cannot receive Title V, Part A funds directly, but may benefit from funds spent by the public school district. In either case, the district's per pupil expenditure for services for public and nonpublic students must be equal.
- In order to receive Title V, Part A services from the district, nonpublic schools must consult with the district soon after they return the sign-off form expressing their intent to participate. A district must know how the nonpublic school wants to participate before it submits its annual application for funds.

If you have questions about the Title V, Part A program, please contact Patricia Johnson by telephone, (406) 444-2736 or by e-mail, [patjohnson@mt.gov](mailto:patjohnson@mt.gov).

# Nonpublic School Federal Program Descriptions

## Learn & Serve America

- K-12 Learn and Serve funds activities that engage students in community service linked to educational goals. Service-learning addresses community needs while developing students' academic skills and the habits of responsible citizenship.

Service-learning results in a lifelong habit of service to others by building students' civic skills, knowledge, behavior and attitudes; as well as improving academic skills; developing strong partnerships between schools and organizations in their surrounding community; and meeting compelling community needs.

- Federal law requires that school districts provide opportunities for students enrolled in private nonprofit schools (nonpublic) to participate in service-learning activities and that the teachers of those students be offered training in service-learning, based upon the number of students enrolled in private nonprofit schools (nonpublic) in the district. Therefore, if 5 percent of the students in the district are in private schools (nonpublic), then roughly 5 percent of the students participating in service-learning should be private school (nonpublic) students, and provision should be made for the training of the teachers of such schools. Plans to comply with this requirement to create partnerships between public and private nonprofit (nonpublic) for service-learning must be described.
- Only school districts are eligible to apply for Learn and Serve Montana grants.

If you have specific questions regarding Learn and Serve Montana grants, contact June Atkins by telephone, (406) 444-3664 or by e-mail, [jatkins@mt.gov](mailto:jatkins@mt.gov).

# Nonpublic School Federal Program Descriptions

## School Nutrition Programs

School Nutrition Programs within the Division of Health Enhancement and Safety, administers the School Nutrition Programs of the U.S. Department of Agriculture. The programs are: National School Lunch Program, School Breakfast Program, Afterschool Snack Program, Special Milk Program, Summer Food Service Program, USDA Donated Food Program, including the Department of Defense Fresh Fruit and Vegetable Program, and the Team Nutrition Training Program. It also administers the state Cooperative Purchase Program to allow small schools to take advantage of 25-40 percent cost savings through bulk purchasing of high-quality nutritious foods to 75 percent of Montana schools that provide school meals.

School Nutrition Programs work with schools and communities to provide children with access to healthful meals and snacks that nourish their minds and bodies and school nutrition environments that encourage healthful lifestyles.

A private nonprofit school may make written application to the Office of Public Instruction to operate the School Nutrition Programs. The private nonprofit school must submit a signed agreement, common assurances and free and reduced-price policy statement to affirm that it will administer the programs according to the provisions of those documents. A private nonprofit school is also required to submit documentation from the Internal Revenue Service stating that it has tax-exempt status under section 501(c)(3) of the Internal Revenue Code of 1954.

If you have questions regarding School Nutrition Programs, please contact Christine Emerson by telephone, (406) 444-2502 or by e-mail, [cemerson@mt.gov](mailto:cemerson@mt.gov).

# Nonpublic School Federal Program Descriptions

## Individuals with Disabilities Education Act (IDEA)

In accordance with state administrative rule 10.16.3122, the local education agency in which a student with disability resides is responsible for ensuring the student with disabilities, age 3 through 18, beginning on the student's third birthday, including students with disabilities who have been suspended or expelled from school, has available a free, appropriate public education in accordance with the Individuals with Disabilities Education Act (IDEA).

### **SPECIAL EDUCATION AND RELATED SERVICES FOR STUDENTS WITH DISABILITIES ENROLLED BY THEIR PARENTS IN NONPUBLIC SCHOOLS**

For purposes of implementing the definition in 34 CFR 300.450, Montana's nonpublic schools, including home schools, are considered to be private schools.

- Each local education agency shall ensure that all students with disabilities living within the boundaries of the local education agency are identified, located and evaluated. If the student is parentally enrolled in a private school outside the boundaries of the local education agency in which the student is living, the local education agency where the private school is located is responsible for child find activities through referral (10.16.3125 ARM).
- No private school child with a disability has an individual right to receive some or all of the special education and related services that the child would receive if enrolled in a public school (34 CFR 300.454). Decisions about the services that will be provided to private school children with disabilities must be made in accordance with the requirements of IDEA. The public school, following consultations with appropriate representatives of private school children with disabilities, in light of the funding under 34 CFR 300.453, the number of private school children with disabilities, the needs of private school children with disabilities, and their location shall decide which children will receive services, what services will be provided, how and where the services will be provided, and how the services will be evaluated.

For further information, contact your local public school or the Division of Special Education, Office of Public Instruction at (406) 444-5661.

## Nonpublic School Federal Program Descriptions

### The Carl D. Perkins Vocational and Technical Act of 1998

- “It is the purpose of this act to make the United States more competitive in the world economy by developing more fully the academic and occupational skills of all segments of the population. This purpose will principally be achieved through concentrating resources on improving education programs leading to academic and occupational skill competencies need to work in a technologically advanced society.”
- Carl D. Perkins Vocational and Technical Act of 1998 provides funds to local education agencies (LEAs) to improve Vocational Education Programs, particularly those programs in need of improvement and that have the highest concentration of special population students.
- Title I, known as the basic grant, requires that 75 percent of the total funds be allocated by formula to LEAs and postsecondary vocational schools.
- Nonpublic schools may participate through a public school; nonpublic schools cannot apply for funds directly.

If you have specific questions regarding Federal Vocational Education Programs, please contact Karla Beagles, program assistant by telephone, (406) 444-9019 or by e-mail, [kbeagles@mt.gov](mailto:kbeagles@mt.gov).